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ABSTRACT

This document is an annotated bibliography of research studies published between 1960 and Fall 1972 on the topic of library services to children, from preschool to age 14. The first section is a discussion of the significant findings of the studies cited, with an evaluation of the implication for the library profession. The second section consists of annotated bibliographic citations on studies in the following four subject areas: (1) Bibliographies of Research, (2) Research on School Libraries, (3) Research on Public Libraries, and (4) Research on Personnel in Libraries Serving Children. (Author)

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RESEARCH ON CHILDREN'S SERVICES IN LIBRARIES. AN ANNOTATED BIBLIOGRAPHY

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RESEARCH ON CHILDREN'S SERVICES IN LIBRARIES,

An Annotated Bibliography

by

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The Children's Services Division (CSD) of the American Library Association in June 1971 expanded its Development Committee's scope of responsibility to include research as well as development and assigned this Research & Development Committee the duty of recommending for study topics of concern in the field of children's services in libraries. The following bibliography is a direct result of the urgent need felt by the Committee to determine the kinds and types of research projects already in progress, or completed in the subject area. Since all committee members were practicing librarians with little experience in research, the decision was made to undertake a literature search as the first course of action, in order to learn the nature of studies already in progress or finished, before recommending other vital areas of interest.

As members of the CSD Research and Development Committee, the task of performing this literature search fell to Mrs. Priscilla Moulton, Chairman,and myself. Mrs. Moulton very soon afterwards became too involved in other professional duties to continue the biobliography, and I agreed to pursue it alone. Mr. Josh I. Smith of ERIC, greatly encouraged me and provided crucial bibliographical

citations from the ERIC computer system on relevant studies, complete with a monthly updating service.

For purposes of this bibliography, research projects included are those published from 1960 through Fall 1972, since most research to be value to today's library situation must, of necessity, provide up-to-date information based on recent trends and theories in the profession. Studies are also limited to those concerned with children, from preschool to age 14.

In surveying the available research on children's services in libraries, it soon became evident that school libraries were far more frequently the object of research than public libraries. Locating relevant studies, however, was a difficult task, due to the fact that the subject indexes in Dissertation Abstracts International and ERIC Research in Education are totally unsatisfactory in listing information under specific topic. Therefore, it is entirely possible that important and significant research could have been overlooked.

Several useful guides to research in children's services have been published, and would be excellent starting places for anyone interested in further inquiry into the subject. An outstanding review of school library research from 1967 - 1971 was published by Shirley Aaron[1]; Part I discusses doctoral dissertations, and Part II other selected projects. Aaron's two articles summarize and discuss on-going and completed studies, the objectives and results of each, and the problems involved in research on school librarianship. Gaver's[2] article concerning

"Research on Elementary School Libraries," is a summary of projects completed or in process as of 1960, and discusses, similarly to Schick[4], specific needs for additional study. Medvedeva[3] explores present topics under investigation in the Soviet Union, the results of which may have implications for U.S. libraries. Peggy Sullivan[5], Director of the Knapp School Libraries Project summarizes that program's research developments, in her article "Recent Library Demonstrations and Research."

A dynamic force in the pursuit of research in school libraries is the 5 year Knapp School Libraries project begun in 1963 with a $1,130,000 grant to demonstrate ways implementation of the national standards for school libraries[a] could be used to improve the total educational program in a school. Statistical data on the particular projects evidenced decisively the influence of outstanding school libraries in stimulating students' interest in reading. Peggy Sullivan's final report[31] of the project describes the effectiveness such demonstration facilities have shown, as evaluated by students, parents, teachers, and librarians. Thorne [32] and Yarling[37] tested students exposed to a Knapp School Library and each revealed significant improvement in reading comprehension and library skills on the part of pupils in the experimental schools.

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a. American Library Association. American Association of School Librarians. School Library Standards Committee. Standards for School Library Programs. Chicago: ALA, 1960.

Mary V. Gaver is another leader in the research and evaluation of school libr ries. Her book Effectiveness of Centralized Library Service in Elementary Schools[13], describes the series of questionnaires and tests she developed and used to evaluate the effectiveness of elementary school libraries. The resulting data revealing a higher level of educational achievement among pupils in schools with school libraries was an outstanding achievement. Gaver also analyzes the Patterns of Development in Elementary School Libraries Today[14] to determine the influence of the Elementary and Secondary Education Act grants in the development of media centers in schools by 1969.

The trend toward establishing Instructional Materials Centers (IMC) or media centers can be seen as the decade of the 1960's progressed. Ahlers[6] demonstrated the idea, as recommended by the 1960 ALA Standards for School Library Programs was steadily growing throughout the country by 1968. Ainsworth[8] revealed that students exposed to a Library Learning Center definitely improved in library skills after a six month period, when compared to a control group. Krause[18] surveyed Nebraska schools in 1967, where no school possessed a fully equipped IMC and only 29% offered a centralized library.

Several studies were made on individual states to determine whether the 1960 standards were being met. Ahlers[7] indicated in 1964 that the state of Washington schools fell far below national standards. Ward[35] showed similar results in Louisana schools. Davis[11], using the revised 1969 ALA

Standards for School Media Programs[b] discovered over 50% of the school libraries in Baltimore County, Maryland did match the new expanded standards for library service. However, of the school in several Mid-West states queried by Jensen[16] few, if any, met the 1969 standards. McMillen[21] using the 1960 ALA recommendations compared the Ohio school libraries in 1963 by both state and national standards. Results disclosed that most elementary schools equalled the state of Ohio minimum requirements, but none approached the national criterion. Students in schools with better libraries scored higher on reading comprehension and library skills. In a survey of elementary schools in northeastern Ohio in 1965, Mehit[22] concluded that all libraries queried were below minimum standards and usage would be increased only with improvement in library service. "Library Survey Project"[19] measured libraries in schools for the deaf against the 1960 ALA criterion, and found all thirty required greatly expanded library facilities to meet standards.

Several interesting studies were made on the influence of libraries in stimulating recreational reading. Powell[27] compared students using a classroom library to another grade visiting the public library once every other week. The pupils exposed to the classroom library read twice as many books as the other group, and were more stimulated to use the public library in addition. Pfau[25] demonstrated that students who daily received thirty minutes of recreational reading time

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b. American Library Association. American Association of School Librarians and the Department of Audio-Visual Instruction. Standards for School Media Programs. Chicago and Washington, D.C.: ALA and NEA, 1969.

borrowed significantly more books from the library. Sirota[29] also revealed that a regularly scheduled oral reading session by the teacher increased the quality and quantity of voluntary reading by fifth grade pupils. A summer reading program was unsuccessful, as described by Erdmann[12] because no professional librarian was present to offer reading guidance.

Another interesting area of study is the effect of library service on the disadvantaged child. First grade children from a low economic community were exposed to storytelling and books for a 12 week period, one hour per day. As Bailey[9] explains, these children gained significantly in total language ability. The Milwaukee Public Schools[23] experimented with expanded library service and materials to extend and enlarge the learning of disadvantaged students. The initial report was very positive, but not complete enough to evaluate. However, the project was discontinued one year later and the final report is out-of-print.

The scarcity of research on public library service to children is very unfortunate. In a period of economic cutbacks and taxpayer revolts, a crying need exists to identify, examine, and evaluate the public library's role in providing library services to children. No doubt lack of funding available for such research is one major reason few studies have been undertaken. Nonetheless, now that the Report of the Commissioner of Education's Committee on Library Development[c] has been published in New York State

c. Report of the Commissioner of Education's Committee on Library Development. Albany, N.Y.: The University of the State of N.Y., The State Education Department, 1970.

recommending school libraries assume the responsibility for all library services to children, it is crucial that the public library measure statistically the effectiveness of its total program for children.

One recent and outstanding study, by the Barass, Reitzel, and Associates[38] is the only research report I found which directly relates to the problem stated above. The study evaluated 30 public library reading and reading-related programs, 7 each concerned with the preschool and elementary school age child. Here is statistical verification for the first time that children regularly attending a public library program increased significantly in reading interest, in the development of verbal and social abilities, and in the desire to learn.

Two other projects studied total public library service in an urban area, E.G. Lowell Martin's[44] Baltimore Reaches Out and Library Response to Urban Change[45] on the Chicago Public Library, and included service to children in the comprehensive report.

Several research studies have been concerned with specific public library programs for children. Goldhor[39] theorized that summer reading club participation would enhance children's reading skills, but results disclosed that club membership was only one factor involved, reading ability in the spring being a more accurate predictor of the same ability in the fall. Harmer[41] also studied the effect of the summer break on reading ability. Children in the experimental group who were strongly encouraged to borrow books from the public library during the summer, scored significantly higher in

retention of information and reading for appreciation. Hogenson[42], who made a similar study, demonstrated that a group of 6th grade students given individual encouragement and guidance in book selection made outstanding improvement in vocabulary and reading comprehension over the summer. In 1964, the Lesser[43] survey disclosed that only 16% of the public libraries in 11 eastern states offered juvenile film programs. Ziegler[51]'s study revealed creative dramatics programming in public libraries was far less effective in developing interest in literature and reading than storytelling. However, all children's programs were extremely popular and well-attended, according to the N.Y.L.A. questionnaire.[46]

Measuring juvenile use of public libraries has been the subject of three studies. Grundt[40] defined adequate public library service as that offered by independent public libraries of Massachusetts, a premise I cannot agree with, since national standards recognize public library systems[d] as vital to the provision of full public library service. However, his observation that the majority of patrons in the branch libraries of Boston are children is probably valid. Parker[47] showed no factors which predicted adult circulation in public libraries were significant in anticipating juvenile book borrowing. Library usage was examined by Wilder[50] disclosed that although 10% of public library patrons were of elementary school age, this age group used the public library with greatest frequency, and 95% were satisfied with the service provided.

d. American Library Association. Minimum standards for Public Library Systems, 1966. Chicago: ALA, 1967. 60p.

Two other interesting studies concern public library service to the disadvantaged. Peil[48] demonstrated that first grade children in low income areas used the public library in direct relation to the mothers use, and proximity was a definite factor in the amount of usage. Swift's[49] preliminary project to train mothers whose children attend a Get Set preschool program in the skills of storytelling and communication displayed very successful results and hopefully will be continued in a full teaching program.

It is significant that no recent studies are available on children's librarians in public libraries. Several research projects concerned with school library personnel, however, have been completed since 1960. Fortin[53] demonstrated that the success of the total library school program is directly related to the librarian's abilities and satisfaction. Darling[51] surveyed job description of system level school librarianship positions. Rupert[55] revealed the inadequacy of the Pennsylvania practicum program in training school librarians. Of most value to the profession, though, is the N.E.A. School Library Personnel Task Analysis Survey[53] which identifies and defines all skills necessary in performing school library functions, and will assist in establishing certification guidelines for school librarians and media specialists. Funded by the Knapp Foundation, the survey is the result of Phase I of the School Library Manpower Project begun in 1967.

The results of this bibliographic search has revealed

to the author the severity of the lack of coordinated research on children's services in libraries. Most studies are aimed at one small aspect of the library's total service program, usually placing great significance on results obtained from a very small sample group.

As can easily be observed from the research cited, the study and evaluation of both school and public libraries is definitely required, in all phases of their juvenile library service. Personnel, programming, cooperation between various types of libraries, and effectiveness of service, are all of vital concern to the profession. Especially of importance is the value of the service provided; are libraries reaching their public and meeting the needs? How can service be improved? What role can media play ? These only a few of the questions librarians should be answering today. Are we ready and willing to face these challenges?

BIBLIOGRAPHIES OF RESEARCH

1. Aaron, Shirley Louise. "A Review of Selected Research Studies in School Librarianship 1967-1971: Part I." School Libraries, 21:29-46, Summer 1972. "Part II." School Media Quarterly, 1:41-48, Fall 1972.

Part I discusses doctoral dissertations on the subject of School librarianship, published in the years 1967-1971. Part II reviews selected research projects on the same subject, other than doctoral dissertations.

2. Gaver, Mary. "Research on Elementary School Libraries." ALA Bulletin, 56:117-124; February, 1962.

A survey of research done or in process on elementary school libraries, as of 1960. The major conclusion is that children with access to good school libraries and staffed with qualified librarians usually read two to three times as many books and magazines as children without the influence of school libraries. Further needs for research are discussed.

3. Medvedeva, N. "Scientific Research on Children's Reading and Library Work with Children." UNESCO Bulletin for Libraries. 26:203-209, July-August, 1972.

A discussion of research currently being done in the U.S.S.R. Four subjects are under study, i.e. (1) Children and Young Adults as actual and potential readers, (2) Ways to provide reading guidance to children, (3) Evaluation of Children's book collections, and (4) Needed organization for serving children's library needs.

4. Schick, Frank L., John C. Frantz, and staff. "Library Science Research Needs." Journal of Education for Librarianship. 3:280-291, Spring, 1963.

An extensive list of research topics needed in the profession, all types of libraries are included.

5. Sullivan, Peggy. "Recent Library Demonstrations and Research." Education, 86:387-391, March, 1966.

A summary of several on-going and completed research projects conerned with elementary school libraries and the development of the Knapp School Libraries Project.

RESEARCH ON SCHOOL LIBRARIES

6. Ahlers, Eleanor E. and Perry D. Morrison. "The Materials Center at the School District Level." Library Trends, 16:446-460, April 1968.

A questionaire was sent to School District Materials Supervisors to determine the present status and future plans of Central Materials Units within school systems. Seventy-eight replies were received, at least one from every state, from school districts with materials centers. Analysis was made, based on larger and smaller systems, as to the number and type of holdings, whether collections were lending or rotating, and types of services offered to users. The conclusion drawn is that Materials Centers, as recommended by the 1960 American Library Association (ALA)"Standards for School Library Programs" are vital and steadily growing.

7. Ahlers, Eleanor E. "Story of a Survey, a Report on Washington State's Survey of School Libraries and Audio-Visual Programs." School Libraries, 13:19-29, May, 1964.

A survey to assess the state of Washington's library and audio-visual programs, and to evaluate in terms of the ALA 1960 Standards for School Library Programs , to determine weaknesses and strengths, and also to gain the support of school officials and the general public. Results showed 17% of the elementary schools had no school library, 62% lacked a full-time librarian, and the availability of audio-visual materials was extremely inadequate. Average expenditure and number of books owned per pupil were far below national standard.

8. Ainsworth, Len. "An Objective Measure of the Impact of a Library Learning Center." School Libraries, 18:33-35, Winter, 1969.

Funded under the Elementary-Secondary Education Act in 1967 as a Title III grant, a Demonstration Library Learning Center was established at Maedgen Elementary School in Lubbock, Texas as the first fully equipped and staffed elementary school library in this city with a population of 170,000. The purpose of the study was to determine whether students in the expanded library would increase their proficiency in library use. An experimental and control group were tested on library skills before and six months after the Library Learning Center was established. Library skills of the experimental group definitely showed improvement.

Research on School Libraries continued.

9. Bailey, Gertrude Marie. "The Use of a Library Resources Program for the Improvement of Language Abilities of Disadvantaged First Grade Pupils of an urban community." Dissertation Abstracts International, 30:3848-A - 3849-A, March, 1970.

The purpose of this study was to determine whether participation in the activities of a library resouce program would improve the psycholinguistic abilities of a group of disadvantaged first grade pupils from an urban community. Twenty-five children for the experimental group and 25 for the control group were selected randomly from one school in a low-economic urban area. Twenty-five first grade children from more economically favored residential areas of the same city were used as a second control group. Selected activities using children's books and story-telling devices were organized to form a library resource program in which the experimental group participated for 12 weeks, 1 hour a day. The Pintner-Cunningham Primary Ability Test was used to determine the mental ages of the children in the three groups, and the entire battery of the Illinois test of Psycholinguistic Abilities was administered individually before and after the experimental period. Some of the conclusions were that (1) the Disadvantaged children in the library resouce program significantly increased their total language ability, (2) The experimental group showed the most significant gains in expressing ideas, (3) on the test of ability to understand spoken words, the non-disadvantaged group showed a gain significantly greater than the other two groups. Intensive use of children's books and storytelling are recommended to improve the language ability of disadvantaged children entering first grade.

10. Bishop, Martha Bell. "Identification of Valuable Learning Experiences in Centralized Elementary School Libraries." Dissertation Abstracts, 24:4207-4208, April, 1964.

Using personal interviews with 397 fifth and sixth grade pupils in six different schools within two different systems, the author attempted to determine the elements which most influenced good or bad experiences for children in elementary school libraries. Results showed that the most significant determinants in a child's library experience were the Librarian and the library materials. Of lessor influence were the activities, atmosphere, and influence of the other students in the library.

11. Davis, Lattice Rucker. "Public Elementary School Media Centers in Baltimore County, Maryland, as compared with 'The Standards for School Media Programs' 1969." Dissertation Abstracts International, 32:1540-A, September, 1971.

Research on School Libraries continued.

A questionaire was sent to 103 elementary schools in Baltimore County to determine the quality of service provided, as compared with the ALA 1969 Standards for School Media Programs. All schools replied, and more than 50% met most of the services recommended. The most frequent lack cited was in the production of supplementary material, curriculum planning, dissemination of up-to-date information, and committee memberships. The media programs were understaffed and only 66 of 102.5 media specialists were certified. Budget and equipment were often also below standard. Recommendations made were as follows: (1) The Baltimore County Board of Education increase budget expenditures to meet national standards for staff, equipment, materials, and facilities. (2) In-service training be provided to teach media use. (3) Central processing of all materials. (4) Larger areas be provided for media services in the schools. (5) Media centers be operated like multimedia centers with suitable services, equipment, and materials easily available to students and faculty. (6) The Office of Library Services and the Instructional Materials staff should have better liaison.

12. Erdmann, Naomi B. "Evaluating a Summer Library Program." Elementary English, 43:400-401, April, 1966.

To test the value of a summer school library reading program, the author administered the SRA Achievement Battery, (Form A), Grade 2-4 to 65 second grade pupils at the end of school and again the first week of September. The school library was open several hours a week during June and July and staffed by volunteers. 49 of the 65 students participated in the summer reading activity. Of the 49, 49% gained in reading comprehension, 10% remained the same, and 40% showed a loss, compared to non-participants of whom 44% improved and 25% lost in reading comprehension ability. The conclusion drawn is that this summer program was not effective because professional librarians were not present to provide reading guidance needed if the summer library program is to be of significant value.

13. Gaver, Mary Virginia. Effectiveness of Centralized Library Service in Elementary Schools. 2nd edition. New Brunswick, N.J: Rutgers, 1963. 268p.

In order to evaluate the effectiveness of elementary school libraries, a series of tests and questionaires were developed. Three types of libraries were included, classroom collection only, centralized collection only, and school libraries. 271 schools in 13 states replied to the questionaires. Analysis of factors such as library skills, amount and quality of reading, and pupil purposes and interests in reading revealed a higher educational gain in schools with school libraries. Implications and recommendations for further study are included.

Research on School libraries continued.

14. Gaver, Mary. Patterns of Development in Elementary School Libraries today: a five year report on emerging media centers. 3rd edition. Chicago: Encyclopedia Britannica, 1969. 76p.

Encyclopedia Britannica established in 1962 a series of three yearly cash awards to recognize school systems for outstanding progress in the development of elementary school libraries. In this five year report on 46 different systems who were finalists in the awards, the author provides an analysis of the patterns of development of these libraries, characteristics of the programs, and especially documents the effectiveness of ESEA grants in bringing the finalists up to high standards. The awards also were designed to encourage local citizen participation in planning good school library service, and encouraging citizens and educators to work together to achieve this goal.

15. _____. "Research on Effectiveness of Elementary School Libraries." Library Trends, 13:103-116, July, 1964.

Two control and two experimental schools in New Jersey were matched by similarity of types of service, to test the effectiveness of elementary school libraries. The main objective was the development of instruments to evaluate and study the collections, accessibility of resources, library-related activities, and reading and library skills. No results are given, and three important variables; teacher attitudes, the leadership role of the principal, and relationship to available public library service were not included.

16. Jensen, Louis Richard. "Educational Services Provided by Media Centers in Selected Elementary Schools." Dissertation Abstracts International, 31:4038-A, February, 1971.

A questionaire was sent to librarians, teachers, and principals of selected elementary schools to determine the services provided by media and instructional materials centers in elementary schools of several mid-West states. Results showed that few, if any, met the 1969 ALA Standards for School Media Centers, and NEA Department of Audio-Visual Instruction guidelines. Areas of greater strength were in availability of materials, audio-visual equipment and services, and personnel. The author recommends media specialists meet state certification requirements and new elementary schools be planned to include adequate media center space.

Research on School Libraries continued.

17. Karlin, Robert. "Library-Book Borrowing versus Library-Book Reading." Reading Teacher, 16:77-81, November, 1962.

To test whether circulation figures are an accurate record of books actually read, this study was undertaken, in April-May 1962, to determine the percentage of juvenile books read to those checked out of libraries. Children in a public school and in the Southern Illinois lab school were asked about their books when returning them to the school or public library, as to the number read totally, partially, or not at all. Results indicated that in grades 3 to 6, boys borrowed more books than girls, but girls finished reading a higher percentage of books borrowed. The average of 56% of books taken out were read, and those borrowed on free time were more likely to be read than those taken during a class visit to the library. Therefore, library circulation figures were concluded not to be an accurate measurement of books actually read.

18. Krause, Carrol Francis. "Elementary School Libraries." Dissertation Abstracts, 28:2275-A, December, 1967.

A survey of school library service offered by 70 elementary schools in Nebraska, where only twenty were found to have a centralized library. Conclusions drawn are as follows: (1) None of the schools studied possessed a fully developed instructional materials center. (2) Adequate space for an Instructional Materials center (IMC) is not available in existing elementary schools. (3) Classroom library books are limited to usage only by students in the classroom where located. (4) Elementary school libraries tend to be established only if in a building separated from the high school. (5) The trend is to establish an IMC only if a new school is being erected.

19. "Library Survey Project: status of School Library Services in Schools for the Deaf in the United States." American Annals of the Deaf, 111: 695-699, November, 1966.

The purpose of this study was to measure libraries in schools for the Deaf against the ALA 1960 Standards for School Library Programs. Thirty schools were included in the survey. Results demonstrated the great need for improving library services in schools for the Deaf. Only seven met minimal quantitative and expenditure standards. Eighteen schools assigned a staff member to the library, and twelve lacked any library staff at all.

20. McCusker, Sister Mary Girolama. "The Accessibility of Books in Elementary Schools without Libraries." Dissertation Abstracts, 24:3761, March, 1964.

Research on School Libraries continued.

Questionaires were sent to teachers, school district and county superintendents, parents, and students to determine whether elementary schools without school libraries in Iowa were meeting the needs of today's modern teaching program and its pupils. The average expenditure for books was found to be $1.31 per student. Most classrooms had less than 250 books and were totally inadequate in satisfying children's interests. Recommendations include the replacement of classroom libraries by school libraries staffed with qualified librarians, the appointment of a State School Library Supervisor to develop a program state-wide, and the cooperation of educational institutions to prepare teachers and administrators for their responsibility to the school library function within the educational system.

21. McMillen, Ralph Donnelly. "An analysis of Library Programs and a Determination of the Educational Justification of these Programs in selected elementary schools of Ohio." Dissertation Abstracts, 27:330-A-331-A, August, 1966.

A study of selected elementary school library programs in Ohio, to determine if the quantitative and qualitative ALA 1960 Standards for School Library Programs were being met, and if changes had occurred from 1957 to 1963 in response to the publication of the standards, which in turn had led to the improvement of academic achievement. Using the Ohio Form 22, Report of Elementary Principal, the author analyzed the statistics to show that 74 city schools increased library book expenditures 45.8%, rural and suburban schools 40.8%. By 1963 most elementary schools met the state minimum of $1.00 per pupil expenditure, but were far below the national standard of $4-6.00 per student. Only 9.1% equalled the ALA standards as to size of book collection. The number of qualified librarians and size of libraries were also inadequate. Pupils in schools with better libraries scored higher in reading comprehension and knowledge and use of reference materials. The effect of the 1960 ALA Standards for School Library Programs was concluded to be of no consequence in Ohio.

22. Mehit, George. "Effects of type of Library Service upon Utilization of books by Sixth Grade Pupils in Selected County Elementary Schools in Northeastern Ohio." Dissertation Abstracts, 27:495-A-496-A, August, 1966.

A survey of 54 elementary school libraries in Northeastern Ohio to determine types of library service offered, and if the three types of libraries: classroom, central, and a combination of both influenced the reading of books by sixth grade students in and outside the library. Eighteen school libraries were discovered to be below standard on collection size and value of expenditures. No difference in use was found based on type of collection, outside reading, or location. The conclusion is drawn that improved library service is definitely required to increase usage effectively.

Research on School Libraries continued.

23. Milwaukee Public Schools, Wisconsin. Division of Curriculum and Instruction. "Library Services for Elementary Schools in Areas of High Concentration of Pupils from Low Income Families January 31, 1966- June 17, 1966: Program Evaluation." ERIC Document 065 151, 1967. 30p.

In order to overcome the educational deficit of children of low income families provisions were planned for the establishment of libraries staffed full time with a librarian-aide in each of seven elementary schools, having a total project enrollment of 5,713. In addition to the usual printed material the libraries were to have audiovisual equipment and material for individual student use in the library. The library was to be open longer than the regular school day. This program was successfully inaugurated in three of the seven project schools. Pupil response indicates a positive attitude toward the program although the lack of audiovisual equipment and material prevented the full implementation of the program. The short period of operation of the project seriously limited the ability to obtain reliable data on changes in pupil and staff behavior. The lack of a control group is a limitation of the research design which limits interpretation of the data. However, information was obtained which will serve as a base line for the continuing evaluation of the project during subsequent semesters. The project was discontinued in June 1967 and the final report is out-of-print.

Research on School Libraries continued.

24. Oakland Public Schools, California. "An evaluation Report on the Multi-Media Services Project: Sobrante Park School." Eric Document 046 454, February, 1970, 79p.

This research report attempts to place the evaluation of the library services on a quantifiable, reproducible basis. Since the research design was developed after the project was well under way, no cause-effect inferences can be made. Each of the ten chapters covers one phase of the evaluation design: (1) Librarian's description of the project, (2) Teacher Evaluation of the Media Center Services, (3) Student Evaluation of Media Center Services, (4) Case Studies, (5) Parent Questionaire, (6) Visitor Questionaire, (7) Attitudinal-Behavorial Survey, (8) McHugh-McParland Reading Readiness Test, (9) Stanford Achievement Test, (10) Summary and Recommendations. Although each chapter contains findings and specific conclusions, Chapter X presents a coordinated and generalized conclusion for the whole research project. The five appendices contain samples of questionnaires and survey forms, along with tallies of survey responses.

25. Pfau, Donald W. "Effects of planned Recreational Reading Programs." Reading Teacher, 21:34-39, October, 1967.

A two-year program was established to study the effect of a planned recreational reading program on children's reading interest. A control and an experimental group were used, consisting of children from five different soci-economic areas. The experimental group received 30 minutes of recreational reading daily. Findings showed the experimental group borrowed significantly more books from the library. Their vocabulary was significantly improved, but no difference in word analysis, spelling ability, and reading comprehension was demonstrated between the two groups.

26. Pillon, Nancy Bach. "Role of the Library in the Nongraded Elementary School." Dissertation Abstracts International, 30:1757-A, November, 1969.

It was hypothesized that library service in an ungraded elementary school would differ significantly from that of a graded elementary school. Replies to questionnaires were received from 29 schools, half with graded, the other ungraded classrooms. The data revealed that no school met the 1960 ALA national Standards for School Library Programs and little difference in budgets, materials, personnel, or services existed between the two types of schools. Both rated better on qualitative than quantitative standards.

27. Powell, William R. "Classroom Libraries: their frequency of use." Elementary English, 43:395-397, April, 1966.

Students in grades 4-6 in two elementary schools, approximately matched by socio-economic background and I.Q., and both groups strongly encouraged in recreational reading were used

Research on School Libraries continued.

to study the effectiveness of classroom libraries as compared to the other school whose classes made biweekly trips to the nearby public library branch. Results showed pupils with the classroom library outread students using the central library by nearly two to one. Moreover, findings indicate that classroom libraries stimulate recreational reading and further interest in the use of larger libraries.

28. Sheriff, Ralph William. "A Study of the level of Quality used in Selecting Library Books in Elementary Schools in Pennsylvania." Dissertation Abstracts, 27:612-A - 613-A, September, 1966.

To evaluate the quality of book selection in Pennsylvania elementary schools, 60 school districts with more than 1000 students each, were sent a questionnaire concerning their school library services. Replies were ranked on a five point scale. Results showed that schools with centralized libraries and full-time certified librarians rated higher in quality of book selection than schools with classroom libraries and non-professional employees only. The majority of elementary schools in Pennsylvania were found to be deficient in quality of library book selection.

29. Sirota, Beverly S. "The Effect of a planned literature program of daily oral reading by the teacher on the voluntary Reading of Fifth Grade Children." Dissertation Abstracts International, 32:2320-A - 2321-A, November, 1971.

To determine if a regularly scheduled oral reading session by a teacher would increase the quality and quantity of voluntary reading by fifth graders, a program was set up to study twelve classes in Union, New Jersey elementary schools. Results were positive. Girls scored higher than boys, and read more books than girls in the control groups. Boys showed a lesser gain, but both sexes made significant improvement over previous scores.

30. Sullivan, Peggy. Impact: the School Library and the Instructional Program, a report on Phase I of the Knapp School Libraries Project. Chicago: ALA, 1967. 93p.

The origin, aims and objectives of the Knapp School Libraries project, and criteria of selection of schools participating is described. The strong and weak points of each are discussed, along with the procedures, programs, and interim assessment of Phase I.

31. _____. Realization: the Final Report of the Knapp School Libraries Project. Chicago: ALA, 1968. 390p.

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The Knapp School Library project is described and evaluated. The concept of a demonstration program was proved to be an effective educational tool. Final assessment of each school participant is included, with the strengths, weaknesses and results of every project funded. Also evaluation of the questionnaires from children, parents, teachers, and librarians are included.

32. Thorne, Lucile Markham. "The Influence of the Knapp School Libraries Project on the Reading Comprehension and on the Knowledge of Library Skills of the Pupils at the Farrer Junior High School, Provo, Utah." Dissertation Abstracts, 28:2465-A - 2466-A, January, 1968.

Pupils with exposure to expanded school library service were tested over a two year period, in 1965 and 1966, to determine the effect of the Knapp School Library Project on their development of reading comprehension and library skills. Results showed pupils in experimental schools made significantly larger gains in both areas of study as compared to students in control schools. Boys improved more in reading comprehension, girls in library skills.

33. Tielke, Elton Fritz. "A Study of the Relationship of Selected Environmental Factors to the Development of Elementary School Libraries." Dissertation Abstracts, 29:1692-A, December, 1968.

Three elementary school library programs were studied to determine the amount of student use and teacher-librarian cooperation, and tasks performed by the librarian. Results demonstrated that elementary school library programs were being developed by librarians with little if any participation of teachers or administrators. In general, the school commitment to the library was very low in priority and few in-service training programs to instill interest and knowledge of library resources were being offered.

34. Toth, John P., Jr. "A Study of the Relationship between Selected Instructional Materials and Resources, Devices and Special Services and the 'Level of Achievement' Measure in Thirteen Ohio and West Virginia School Systems." Doctoral Dissertation, Ohio University, 1964 as quoted by Willson, Ella. "Research on the Elementary School Library." Theory in Practice, 6:30-35, February, 1967.

In attempting to evaluate the level of pupil achievement in relation to the quality of school library service, the author, instead, discovered a dearth of effective elementary school library programs and no relationship to the level of achievement could be discovered. 419 teachers replied to a survey requesting data on their use of school library facilities, only 69 used the library extensively, while

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minimal use was made by 260 teachers.

35. Ward, Robert Elgin. "Public Elementary School Library Resources in Louisana as compared with the ALA Standards, 1960." Dissertation Abstracts, 28:2924-A, February, 1968.

A questionnaire was sent to all public elementary schools in Louisana to determine how effectively the ALA Standards for School Library Programs were being met in the state. Results demonstrated drastically that school libraries in Louisana were far behind the standards. Of 483 schools, 233 were without centralized libraries. Only 23 schools met the standard of one librarian for 300 students, only 6 matched the clerical staff requirement. Eighteen spent the recommended minimum for books, and 35% were adequate on seating capacity. A recommendation is made that all librarians, administrators, teachers and the general public seek and support school library service throughout Louisana.

36. Willson, Ella Jean. "Evaluating Urban Centralized Elementary School Libraries." Dissertation Abstracts, 27:1567-A - 1568-A, December, 1966.

To determine whether the quality of learning was improved for students with access to a centralized elementary school library program administered by a professional librarian, sixth grade children in 12 Detroit elementary schools were tested to evaluate educational improvement, reading ability, and library skills. The data revealed a significant difference in the students' abilities in the three areas tested when the scores of pupils exposed to school library service were compared with those in school without libraries. The tests used were developed by Mary V. Gaver and described in her book, The Effectiveness of Centralized Library Servicein Elementary Schools, as cited previously.

37. Y arling, James Robert. "Children's Understandings and Use of Selected Library-Related Skills in two Elementary Schools, One with and one without a Centralized Library." Dissertation Abstracts, 29:3352-A - 3353-A, April 1969.

This study was conducted as part of the evaluative phase of the Knapp School Library Project at Allisonville School, Indianapolis, Indiana. Fourth and sixth grade children were tested over a three period, 1965-1967, on their understanding, and use of library skills, comparing those students in schools with and without a centralized library facilities. A significant difference was demonstrated by students in the experimental schools as to the improvement of library and reading skills, and the ability to express ideas effectively.

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38. Barass, Reitzel, and Associates, Inc. Cambridge, Massachusetts. "A Study of Exemplary Public Library Reading and Reading & Related Programs for Children, Youth, and Adults, Volume I and II." ERIC Document 066 197, July, 1972, 612p.

Case studies are presented of 30 public library reading and reading-related programs. Each case includes a description of the program, estimation of costs, and analysis of effectiveness. The 30 programs serve a variety of age groups: preschool children (N=7), elementary school age children(N=7), young adults(N=6), adults (N=5), andm ore than one age group (N=5). The programs serve a wide range of socioeconomic groups: disadvantaged (N=19) and non-disadvantaged (N=11), urban (N=19) and non-urban (N=11). In cost, the programs range from an estimated total of $580 to $164,000. Their activities spread encompasses bookmobiles, deposit collections, and group activities. The programs were selected from 243 public library programs nominated as successful by federal, state andlocal library officials. Information on the 243 programs is presented respecting effectiveness (measured through a telephone survey), variety (in terms of funding source, targeted age group, literacy level, socioeconomic group, and program activities), and availability for field visits. Twenty of the 30 case-studied programs are identified as exemplary. These have had an identifiable reading or reading-related impact on certain of their participants at an estimateed cost which is reasonable in relation to the extent of participant impact. Indexes include questionaires developed to measure the impact of library programs on the participants. Results in evaluating the library programs especially aimed at preschool and elementary age children demonstrated several interesting points. Preschool programs providing activities for mothers were more effective than those not doing so. The vast majority of parents of children attending a preschool library program reported a significant increase in their child's interest in reading, in school, and in the child's verbal and social abilities.

Research on Public Libraries continued.

39. Goldhor, Herbert. "An Exploratory Study of the Effect of a Public Library Summer Reading Club on reading skills." Library Quarterly, 36:14-24, January, 1966.

To test the theory that participation in a summer reading club would increase a child's reading skill, 1718 fourth grade students in Evansville, Indiana were given reading ability tests before and after the summer vacation. 135 children attended the public library vacation reading club. These children were more likely to be from a higher socioeconomic level, and better readers, it was learned, and as a group were 5 months ahead for their grade in June, 7 months ahead in September. Conclusions drawn were that club membership was only one of several factors determining a child's reading skill, that reading ability and performance in spring was the best indicator of results in the fall. The need for further study is strongly emphasized.

40. Grundt, Leonard. "An Investigation to Determine the Most Efficient patterns for providing adequate Public Library Service to all residents of a typical large city." Dissertation Abstracts, 26:301, July, 1965.

Defining adequate public library service as the level provided by the main libraries of independent cities and towns of Massachusetts, serving populations between 20,000 - 100,000 people, the hypothesis was tested that public library service was not equally available to all residents of Boston. Book circulation, attendance, and user survey data were evaluated, and combined with all day personal observations in branches. Results indicated that Boston Public Library branches served primarily as children's libraries, with the level of service slightly lower than in independent libraries. The Central library was mainly used by adults.

41. Harmer, William R. "The Effect of a Library Training Program on Summer loss or gain in reading abilities." (unpublished doctoral thesis, University of Minnesota, 1959) cited by Goldhor, Herbert, Library Quarterly, 36:16-17, January, 1966 as cited above.

Fourth grade students in Minneapolis were divided into experimental and control groups to study the effect of the summer break on reading abilities, loss or gain, by measuring I.Q. and reading skills in spring and again in the fall. The children in the experimental groups were strongly urged to borrow books from the Minnesota Public Library during the summer, the control group received no encouragement. From both sets of test results, Harmer concluded that, although basic vocabulary, skills in reading to interpret or organize showed no significant difference in improvement between the groups, the experimental classes were significantly higher in ability to retain information and in the ability to read for appreciation. The importance of teaching the skills of public library usage is also stressed.

Research on Public Libraries continued.

42. Hogenson, Dennis. "A Study...The Public Library - Ally of the Reading Teacher." Library Journal, 85:328-329, January 15, 1960.

Two groups of sixth grade pupils, consisting of 25 students each, were matched by I.Q., reading ability, and background in order to study if leisure reading could be increased by individual assistance in selection, and encouragement to read as many books as possible. All books were borrowed from the public library. The experimental group was found to have made significantly greater gains than the control group in reading comprehension, speed, and vocabulary.

43. Lesser, Daniel. "A Study to determine the nature and status of Children s film programs in public libraries of the Northeastern United States." Dissertation Abstracts, 24: 5422, June, 1964.

A questionnaire was sent to public libraries in eleven states to study the use of children's films. Only 16% planned children's film programs on a regular basis. The majority of libraries held programs less than 4 times a year for children in grades 1 through 6. The most successful publicity source was found to be newspaper and school announcements. Finances were the main reason cited for lack of film use. Recommendations are made to offer more continuing education for librarians on film program techniques. publicize successful film projects, establish film cooperatives, and especially further research on children's film programming throughout the United States.

44. Martin, Lowell A. Baltimore Reaches Out, Library Service to Disadvantaged. No. 3 in the Deiches Fund Studies of Public Library Service. Baltimore: Enoch Pratt Free Library, 1967. 54p.

A research study of the role of the public library in developing reading ability in urban residents with limited educational and cultural background. Although done for the Enoch Pratt Library of Baltimore, the findings will have much wider implications. Usage by children was only one aspect of the study, but several interesting facts were demonstrated. A child brought up in a home where reading is a major activity is three times more likely to use the public library. Three-quarters of the youngest library patrons will develop a lifelong reading habit. Recommendations are made that Enoch Pratt concentrate on reaching disadvantaged children from ages 4 to 6, followed later by intensified summer reading programs for ages 7 to 9.

Research on Public Libraries continued.

45. Martin, Lowell A. Library Response to Urban Change, a study of the Chicago Public Library. Chicago: ALA, 1969. 313p.

A detailed analysis of the planned program of the Chicago Public Library with interesting implications on service to children. Juvenile patrons, age 5 to 14, constituted 38.7% of the library users. ½ of whom were working on school assignments. In disadvantaged areas of the city, 2/3 of branch use was by children, who seldom traveled further than one-half mile to the library.

46. New York Library Association. Children's and Young Adult Services Section. Public Relations Committee. Report. N.Y.: NYLA, 1972. mimeo. 8p.

The twenty-two public library systems of New York State were queried to determine the type and extent of programming and publicity in the N.Y.S. public libraries. The questionnaire contained many ambiguities, but did reveal the following results: (1) Libraries offering many programs had more publicity, (2) Libraries were still more print than non-print oriented, (3) Librarians were beginning to go outside into the community, and (4) Programming for children in public libraries was very popular where offered.

47. Parker, Edwin B. and William J. Paisley. "Predicting Library Circulation from community characteristics." Public Opinion Quarterly, 29:39-53, Spring, 1965.

Based on data from the U.S. Office of Education and the 1960 Census information , the author studied factors influencing public library circulation. Juvenile circulation was found to be much less predictable from community characteristics than adult usage. Education, income, and age were all elements in figuring total adult circulation, but were discovered not to influence juvenile book borrowing in public libraries.

48. Peil, Margaret. "Library Use by Low-Income Chicago families." Library Quarterly, 3:329-333, October, 1963.

Mothers of First graders in three low income areas of Chicago were surveyed to determine they and their children's usage of the public library. Age and education were major factors involved. One-fourth of the group visited the public library during the previous year. These women were found to have read more books but to have spent no more time on reading than non-users. Women in age 30's group were much more likely to use the library. The amount of library usage by first graders was significantly related to the mother's use. Also, proximity to the library was a influential factor in public library use.

Research on Public Libraries continued.

49. Swift, Marshall S. "Training Poverty Mothers in Communication Skills." Reading Teacher, 23: 360-367, January, 1970.

In order to improve the education of children from low-income-educational background, seven mothers of seven children in a Get Set preschool program in Philadelphia were invited to join a mother's story hour club. The training program was developed to improve skills in story-telling and communication skills. Also, techniques of observing children's reactions were taught. The mothers developed ability to tell stories and greater perception in their role and in the behavior of their children. The results of this prelimary study were so successful, the establishment of a full taining program for poverty mothers was planned.

50. Wilder, Philip S. Jr. "Library Usage by Students and Young Adults." ERIC Document 046 472, September, 1970. 34p.

This study is an examination of the various uses of and attitudes toward public, school, and academic libraries by children and young adults. The information on which the analysis is based was derived from 300 questionaires completed by patrons of libaries in five cities. The questionaires used and the raw data received are included in the appendices. Major categories measured by the questionaire are (1) User age group in relation to library size, (2) Frequency of library visits by age groups and library size, (4) Various reasons for library use by library size, (5) User satisfaction, (6) Student-users satisfaction with library staffs (school and public) and collections. Elementary students constituted 10% of the public library patrons, but were the age group most likely to use the library with greatest frequency. 95% of these pupils were satisfied with public library service, and all generated much greater enthusiasm for the public library staff than for the school library personnel.

51. Ziegler, Elsie. "A Study of the effects of creative dramatics on the progress in use of the library, reading interests, reading achievement, self-concept, creativity, and empathy of fourth and fifth grade children." Dissertation Abstracts International, 31:6482-A - 6483-A, June, 1971.

A two year study was made to evaluate creative dramatics programming in public libraries, by means of 3 groups one exposed to creative dramatics, one to storytelling and the control group only to library usage . Results indicated children involved in the creative dramatics group appeared to have developed no greater interest in reading, nor have gained in reading ability. Creative dramatics programming appeared not to encourage growth of interest in literature, creativity or empathy. Children in the storytelling group, however, made significant gains in these same abilities. A total of 298 fourth and fifth grade children participated in the study. The story-telling and creative dramatics groups were offered planned programs by professional librarians, with children's literature the basis of the subject matter.

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52. Darling, RichardL. "Professional Positions in School Librarianship at the School District Level." Library Trends, 16:435-445, April 1968.

A survey of school librarianship job descriptions at the system level in 63 schools. disclosed they majority of positions were in the three categories of supervisory and administrative, centralized processing, or librarians of professional libraries and materials centers. Further study of organization patterns is recommended.

53. Fortin, Clifford Charles. "The Relation of Certain Personal and Environmental Characteristics of School Librarians to their life values and work satisfactions." Dissertation Abstracts International, 31:3573-A, January, 1971.

In a time of a shortage of school librarians, this study was made to determine if an identifiable set of values and work satisfactions is associated with school librarianship. Results showed that values were similar to those held by all women in general, and tended to uphold the traditional stereotype of a school librarian. The librarians were usually satisfied with their work, those with more education were better attuned to aspects of library service. The conclusion is drawn that the impact of the library on the educational program of a school rests with the satisfaction of the librarian, and a more comprehensive study is recommended to determine librarians' backgrounds, activities, and attitudes.

54. National Education Association Research Division. School Library Personnel Task Analysis Survey. Chicago: AASL, 1969. 91 p.

A national survey of 886 elementary and secondary schools, both public and private, with outstanding Library Media Centers was undertaken to define the tasks and responsibilities of achool library personnel. Developed as Phase I of the Knapp School Library Project, the study will be used to identify the knowledge, education level, and skills necessary to perform all school library functions, with an aim to establishing training programs and certification guidelines for school librarians. Results indicated that over one-half of the Directors of library media centers held Masters' degrees and averaged between 5-9 years work experience, while 41.6% of the assistants and 43.3% of the audio-visual specialists also had Masters' degrees.

55. Picache, Ursula de Guzman. "Some Effects of Summer Institute Participation on School Librarians' Provision of Services and on their Attitudes toward the Instructional Materials Center Concept." Dissertation Abstracts International, 31:776-A 777-A, August, 1970.

Fifteen school librarians enrolled in a summer course on the concept of Instructional Media Centers were compared with 15 non-participants, to test their attitudes on adding media in school libraries. No significant difference was found between the two groups.

56. Rupert, Elizabeth Anastasia. "Pennsylvania Practicum Program for School Librarians: An Appraisal." Dissertation Abstracts International, 31:2413-A - 2414-A, November, 1970.

A questionaire was sent to 1966 graduates from 8 Pennsylvania State Colleges in the field of school librarianship to evaluate their practicum experience. Adequacy of program, and the amount of involvement in administrative, technical and educational processes were to be studied. The results showed 52% spent most of their time on clerical tasks, 55% were not involved in a reading program, 90% were not involved in progress reports and 69% were not given the opportunity to evaluate the library program. A very strong recommendation is made that guidelines for a library practicum program be drawn up by the Pennsylvania Division of School Libraries.